

# Course Designs

## Taco Literacy: Public Advocacy and Mexican Food in the U.S. Nuevo South

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“You can now study tacos at the University of Kentucky,” read the January 2016 headline on *Munchies*, a website and video channel from Vice media “dedicated to food and its global purpose” (Cabral). In a matter of minutes, the interview about Writing, Rhetoric, and Digital Studies (WRD) 422: Taco Literacy, a course I designed and piloted days before the story appeared, went viral. For a brief moment the University of Kentucky (UK) became the national focus of conversations around food literacies for a writing class about tacos in the U.S. South. However, taco literacy goes beyond an appreciation of tacos. As I explained to *Munchies* writer Javier Cabral, I envisioned taco literacy as a course engaging qualitative research studying foodways and the social, cultural, economic, and symbolic practices of producing and consuming food as a prism for understanding demographic change and social issues facing Mexican immigrants in their new home of Lexington, Kentucky.

As a term, foodways comprise approaching culinary practices and eating habits as social research that intersects with public advocacy. Taco literacies took a foodways approach connected to languages and literacies. In terms of organizing the course, I established four goals: students would (1) write about their personal connections to Mexican food and their sense of Mexican food as part of Southern and global cuisines, (2) engage with food politics by researching the production of ingredients in a particular dish of their preference, (3) further research local variances of their chosen dish and its movement to different locations, and (4) explore foodways social movements and both Southern and transnational food activist voices. WRD 422 students also used digital platforms to publish their research and contributed to a class archive of original ethnographic research into the foodways of Mexican Kentucky, housed at <http://tacoliteracy.com>. These digital archives became public records of the growing Latinx communities of the South and the issues these communities face.

### Institutional Context

UK is a large public land-grant university with a combined undergraduate and graduate population of over 30,000 students and growing. WRD 422 is one of the upper-division electives for the WRD undergraduate major and minor—one of the newest major and minor programs offered in the College

of Arts and Sciences, UK's largest college. According to the WRD catalogue, "the course is designed to connect the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements" ("Course Descriptions"). Students may take WRD 422 more than once, as the focus will change depending upon instructors' different approaches to teaching and learning about public writing.

WRD was initially a division within the Department of English at the University of Kentucky. In 2014, WRD became a stand-alone department. Since then, WRD has also added a minor in Professional and Technical Writing. The dynamic flexibility of WRD appeals to students who choose to earn either a Bachelor of Arts or a Bachelor of Science in WRD depending on their track: professional writing and editing, rhetorical theory and practice, and digital studies. The first track is geared toward students interested in editing and publishing or writing for the non-profit or business sectors. The second track is for students interested in community advocacy, government, or law. The third track is for students who want to write, design, and produce content for online spaces; for this track, students learn digital literacies by making multimodal projects. Regardless of track, students choose from a range of electives that connect to their interests and through which they produce work toward a senior portfolio. WRD students are required to complete 27 elective credit hours for the major and 18 for the minor. The variety of department courses on public writing, like WRD 422, address local literacy practices as social action. In the realm of public advocacy, WRD 422 largely attracts students enrolled as majors and minors in the rhetorical theory and practice track, but it also bears significance for students interested in how local groups use digital tools to communicate transnationally. WRD 422 prepares students for senior thesis portfolio projects by introducing a range of particularized topics, tools, and research to build upon for extended study. WRD 422: Taco Literacy in this respect is an upper-division course that extends public conversations beyond the classroom into communities with stakeholders. This focus on community entails ethnographic research into local lived experiences expressed through foodways literacies.

### **Theoretical Rationale**

In recent years, there has been a steady increase in the number of trade publications and cookbooks on Mexican food. Popular interests in the transnational migrations of Mexican food connected to multilingual, transnational, and cross-cultural issues in the humanities, including representations of Mexican cooking in film and literature (Soler and Abarca), food memoirs

(Chávez), and culinary histories (Arellano; Morton; Pilcher). In addition, scholarly works about Mexican food across disciplines range from important social justice issues in regards to food activism (Counihan and Siniscalchi), migrant labor (Purcell-Gates), targeted marketing (Carr Salas and Abarca), and the translation of indigenous cuisine for corporate consumption in different contexts (Calvo and Esquibel). Indeed, the influence of food across the U.S.-Mexico border is deeply connected to local experiences of global migration. Global migration connected to the history and networks of Mexican and Mexican American food in the United States demonstrates how transnational community literacies sustain emotional connections and local relationships among individuals building publics across borders and languages.

The turn to foodways in WRD 422 for me was an extension of a previous WRD first-year composition course in which I focused student attention on the demographic changes of “Mexington, Kentucky.” In that class, I took students on a tour of one of the *barrios* of Kentucky to explore a local bakery, a western wear store, a family-owned grocery store, a bilingual library, and a local *taquería*. Needless to say, the tacos were a hit with the students. As it were, students were familiar with the local prestige of some of Lexington’s Mexican restaurants thanks to media coverage from national outlets such as *FiveThirtyEight*, which ranked Lexington’s Tortillería y Taquería Ramírez burrito as one of the best in the nation (Barry-Jester). With the success of the food unit, I decided to design an entire class exploring the foodways of Mexican migration in the South that would engage ethnographic methods.

Foodways literacy research requires students to conduct fieldwork in communities, and to learn by listening and recording the stories of local lived experiences around food. In *Writing Instruction in the Culturally Relevant Classroom*, Maisha T. Winn and Latrise P. Johnson write, “students can be involved in participatory action projects such as examining ‘spatial location and demographic trends’ in their community [. . .] and study the linguistic practices of others through close listening” (71). Winn and Johnson’s ideas about students becoming ethnographers also apply to students conducting writing projects about foodways that explore social advocacy and neighborhood inequalities. WRD 422 prepares student researchers to pose arguments and compose reflective writing about foodways as well as pose critiques about sociopolitical issues affecting the public. As ethnographers, students compose a great deal of writing, such as field notes and reflective observations, interview transcriptions, tables, concept maps, and literature reviews of primary and secondary sources. With a broad array of ethnographic tools, students’ assignments write about cultures through lived experiences.

Qualitative research also contributes to students’ increasing awareness of social and cultural contexts and builds academic writing strategies like com-

munity collaboration, description, revision, analysis, and investigative writing. For the course, students created WordPress websites where they archived their research, which covered topics stretching from the links between Kentucky burgoo and Mexican *birria* stews to Mexican food restaurant franchises across the South, gendered family roles connected to food, organic produce available in *barrio* markets, and city policies regarding street food vendors. The topics students pursued allowed them to explore public advocacy within communities, learning by listening to the wisdom of local stakeholders. In *Del Otro Lado: Literacy and Migration Across the U.S.-Mexico Border*, Susan V. Meyers argues that an activist methodology requires the “ethical responsibility of adding to or giving back” to local communities (14). Meyers theorizes that a “reflexive critical ethnography” has the potential to rewrite the impact of researchers in their own studies. I extend this notion of reflexive critical ethnography to a social justice orientation for ethnographers as public advocates, mediating between community audiences, participants, and competing representations and stories, while being attuned to diverse voices advocating for change. Within this social justice orientation, I agree with Meyers that writing instructors must reinforce the importance of ethical responsibilities with regards to local communities and on whose behalf researchers can claim to speak.

The public advocacy in the course, from my view, comes from my own critical reflexive research among Latinx activist communities in the South. Over my four years of living and teaching in the South, my research into the literacy practices of Latinxs and Latin American immigrants has led me to link foodways, community activism, citizenship, and literacy. Through my research, I have come to discover the deep emotional connections to food shared transnationally among Mexican immigrants across the nation, including the *barrios* of Kentucky. Yes, the *barrios* of Kentucky.

According to U.S. Census data, the Latin American-origin population of Kentucky nearly tripled between 1990 and 2015, with nearly 90% of Latin American migration in Kentucky coming from Mexico. Research has demonstrated that stiff border policing criminalized Latin American migrants crossing borders without visas or overstaying visas (Mohl; Rich and Miranda). The heightened levels of border security compelled formerly transnational migrants to settle in Kentucky rather than risk the inability to leave. During interviews over tacos and coffee, I also met several families who moved to Kentucky when anti-immigrant sentiment toward Latin Americans in Georgia and North Carolina increased. In those states, an increasingly hateful and dehumanizing rhetoric connected to xenophobic policy became emotionally distressing. Sharing food with community members when discussing lived struggles became a humanizing opportunity for coming together to learn from and share with one another.

Despite those experiences with food and ethnography, I think it was in my classrooms where I realized I needed to teach a WRD class focused exclusively on Mexican foodways in Kentucky. When teaching WRD courses that have examined rhetorics of citizenship and the literacy practices of immigrants, I began observing how students in courses looked to these issues via social media. I use the verb “look” because our platform of choice has been Instagram. On Instagram, students from different classes used the hashtag #MexKy to archive their required Instagram posts exploring issues in the local Mexican community. As students contributed to this archive, I noticed that, without prompting, students would explore images and repost their findings to share with classmates and with their audiences of followers.

Building on the success of Instagram in the previous course, I included the platform for Taco Literacy. What I learned from this, and what I learned from teaching about the complexities of immigration to largely white students at a Southern university, is that people in Kentucky love Mexican food. You can peruse #tacoliteracy on Instagram to see for yourself. Students constantly posted pictures of themselves eating Mexican food or documenting memories they had of special events at Mexican restaurants. Several students uploaded images of restaurants where they worked. A few students even uploaded posts of themselves preparing Mexican food. Students used the opportunity to explore and publish their images and stories of Mexican foodways, offering advice, writing reviews, and interacting with one another. I found students’ uses of Instagram for engaging audiences involved with farm labor activism in Mexico especially insightful. By exploring geotags and hashtags, students were able to research and communicate with farm labor activists advocating for wage increases and boycotts. Connected to these political uses of Instagram, students realized that the platform was not only a space for sharing about a culture’s cuisine but also for engaging both local and transnational publics and social movements around migration. Foodways, in other words, became a point to explore further, and with that I realized the tremendous potential for blending the study of digital literacies, foodways, and—one of my special interests—tacos in Mexican Kentucky.

### **Critical Reflection**

Taco Literacies taught me a great deal about how WRD students approach the emotional connections between food, literacies, and narratives. Students explored personal stories that connected people through food, piecing together narratives that are part of the foodways of communities. Foodways narratives intersect with languages and literacies, and in the case of Mexican food in the Nuevo South, with bilingual communication, community building, migration, and transnational lives. Education also becomes a theme, both in

about foodways and traditions, but also in learning about culture through the languages and social situations with food at the center. In different contexts, I can imagine the shape of this class moving into more political issues that affect food production in the United States, including farm labor. Indeed, the wealth of Kentucky also has transnational agricultural significance and depends upon immigrant labor. An approach to foodways in the manner of Gabriela Raquel Ríos's "Cultivating Land-Based Literacies and Rhetorics" points to how taco literacies could turn to deeper political forms of persuasion in the hands of activists close to the means of production. The wealth of immigrant labor in Kentucky and in so many parts of the United States is a potential fund of knowledge to explore further, and also to connect to academic content linked to local literacy practices. The intersections of foodways, literacy, photography, social justice, and emergent bilingualism are rich material for writing projects at all levels.

The voices of the South are indeed multilingual, representing the growing awareness of a Latinx presence in the region. Over the last twenty years the South has seen the largest growth of Latin American and Latinx populations in the United States. Kentucky, along with South Carolina, Arkansas, and Tennessee, are four of the five states with a current population growth of over 100% over the last decade (Stepler and Brown). The prism of food helps students to better understand the cultural significance of food, language, literacy, and identity for Kentucky in the twenty-first century. Through the prism of food, for example, instructors can probe issues related to immigration and citizenship in ways that are welcoming, significant, and human.

As this was my first time teaching the class, I would change some things for the future. I would incorporate more social media into the course in order for students to engage further with "foodies" across the nation who share interests in Mexican food. The #tacoliteracy hashtag found fans across the globe who added to the archive and followed students and commented on posts. This aspect of directly building and engaging audience was something completely new for students who found viewers of their blogs and Instagram accounts as a real audience that shaped their academic compositions. Indeed, using Instagram for multimodal foodways research was a good start, but I would incorporate the photo-sharing platform's potential for cultivating an audience even more. The popularity of the class meant students had an instant audience, and how they approached this offered much to think about in terms of digital rhetoric. This aspect of cultivating a public audience via social media is an aspect I intend to explore further. I also intend to try a turn to Twitter to tweet photographs as students would share their work and build an audience on that platform. On Twitter, students could also share direct links to their blog posts, as well as share articles related to their research, while building a following. No doubt,

the *Munchies* article put Taco Literacy in the public spotlight and this led students to closely consider their public voices as they shared their research.

I encourage all writing instructors to learn more about foodways literacies and to look deeper into how food relates to activism and local communities. Let me assure you, when tacos on fresh corn tortillas are distributed among *gente*, dialogues about daily aspects of community living across spaces and languages happen enjoyably.

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## Syllabus

WRD 422: Taco Literacy: Public Advocacy and Mexican Food in the Nuevo South

### *Course Description:*

In recent years, there has been a steady increase of interest in the transnational migrations of Mexican food popularized by television food shows and travel journalism. In addition to the immense number of trade publications and cookbooks devoted to Mexican food, important social justice issues in regards to multilingualism, migrant labor, and digital activism, as well as representations of Mexican cooking in film and literature and the translation of indigenous cuisine for corporate consumption in different contexts, have also become topical. This course will examine transnational community food literacies and how these connect stories of people and build publics across borders of all kinds. Students will explore Mexican and Mexican American food in the United States and their links to rhetorics of authenticity, local and regional variations, and how food literacies situate different spaces, identities, and forms of knowledge.

### *Course Texts:*

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"Traditional Mexican Cuisine: Ancestral, Ongoing Community culture: The Michoacán Paradigm." *UNESCO Intangible Cultural Heritage*, 18 Nov. 2010, <http://www.unesco.org/culture/ich/en/RL/traditional-mexican-cuisine-ancestral-ongoing-community-culture-the-michoacan-paradigm-00400>.

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Villamizar, Monica. "The Fruits of Mexico's Cheap Labor," *You Tube*, uploaded by VICE News, 13 Aug. 2015, <https://www.youtube.com/watch?v=YT6AvAhDx8Q>.

### Course Goals:

1. Students will begin by writing about their personal connections to Mexican food, their preferences, and their sense of what Mexican food means culturally, as part of American and global cuisine.

2. Students will engage with the history of a particular dish of their preference and further research regional differences and the movement of the dish to different locations.
3. Students will engage the global perspective of Pilcher's *Planet Taco* with the national context of Arellano's *Taco USA*, which is tied to local, Kentucky responses and varieties of Mexican food.
4. Students will contribute to a digital platform to blog reactions to texts and to publish their fieldwork and research about local Mexican restaurants.
5. Students will research social movements and advocacy relating to Mexican food in the Nuevo South and transnationally.

### *Platforms and Assignments:*

#### *WordPress and Instagram*

You will compose 20 Instagram and 20 WordPress posts for the semester. Consider these posts as informal journal entries where you can record your fieldwork and early drafts of assignments. These posts will generate material for you to use for your formal assignments, as well as serve as a space for you to experiment with archiving your research. The dates for the sets of 5 posts are listed below.

#### *Major Assignments*

The research project is term-long, and will be completed in 5 assignments—all published on your WordPress website. Your assignments will focus on issues discussed in class, or your reflections responding to readings, documentaries, writing from the course, and direct community research. In all, the five major assignments will form the core of your ethnographic study of foodways literacies in Kentucky. All Instagram photos/videos will appear on the WordPress site to meet the multimodal requirements for each assignment.

In *Assignment 1* you will write about your personal connections to Mexican food and your sense of Mexican food as part of Southern and global cuisines. For this assignment, you will compose a photo-essay reviewing a local Mexican restaurant, following a particular dish you have researched. Using the models of reviews we have read in class, you must also engage the global perspective of Pilcher's *Planet Taco* with the national context of Arellano's *Taco USA*, which is tied to local responses and varieties of Mexican food. Your piece must tell a story and capture aspects of taste and emotion connected to food literacies and the location. The foodways narratives of the Southern Foodways Alliance archive are demonstrative in this respect and models to emulate. Your photos should also tell a story that gives voice to flavors. You

must also include five translations of words from Spanish, and describe the roots of words, making note of indigenous loanwords. The text should include 6-8 photographs embedded within the body of the blog page, as well as captions. The text must be 1,200 words and include correct MLA works cited and hyperlinked sources.

In *Assignment 2* you will engage with food politics by researching the production of ingredients in a second dish, as well as the history of this dish. You are to research into variances, local varieties, and the movement of the dish to different locations across Mexico and the United States. In addition, you must also research the production of ingredients and preparation of the dish. Your text must include 10 photographs/images that depict the dish as well as preparation and migration maps. The text must be 1,500 words and include correct MLA works cited and hyperlinked sources.

In *Assignment 3* you will conduct a literature review of a topic related to your research interests. You will research 5 articles related to your interests and include reviews for each article you uncover. For each article, you must summarize key points or ideas that connect to your previous two assignments. You will be evaluated on the quality of your sources as well as how you engage with them. For each source, you must include quotes with which you practice close-reading analysis of both culinary research methods and key findings. The text must be 2,000 words and include correct MLA works cited and hyperlinked sources.

In *Assignment 4* you will explore local foodways through community voices by conducting team interviews with a classmate. (I will assign individuals for pairs to interview.) You and your classmate will interview an individual with deep connections to Mexican food and culture. You and your partner will conduct an interview, and you will use it to compose a written profile. Your profile must quote directly from the interview, while also engaging five sources from your literature review and two quotes from either or both *Taco USA* and *Planet Taco*. Your portrait should focus on your interviewee's lived experience connected to culture, history, geography, and migration. You must also include 4 photographs from the interview and 4 relevant videos or maps that connect to what you uncover. The text must be 2,000 words and include correct MLA works cited and hyperlinked sources. You must also provide me the signed interview release form distributed in class.

In *Assignment 5* you will review your previous research and fieldwork as you compose a critical reflection that engages a scholarly argument concerning a

topic or topics from your previous assignments. This text will be the capstone writing for your semester-long portfolio where you offer insight into each assignment and where your research has travelled up to this point, as well as potential directions for future research. You must include 10 photographs/ images from your semester-long research that best encapsulate themes you present in your reflection. This text will be 750 words and include correct MLA works cited and hyperlinked sources.

Included in this assignment, you are to finalize the visual preferences for your WordPress site, including (1) updating your header image and background colors and personalizing your website title, (2) updating your “About” page to include your contact information as well as your Instagram username, 3) updating the sequential order of blog pages, and 3) creating a single references page where you will house all the sources from your previous assignments.

Assignments will be published on a site that will become an extended single text archived online. The revised larger project will develop with the additional information and insights you gain through your fieldwork as you become more familiar with and knowledgeable about Mexican food, literacies, and local issues. Use the readings in class and your instincts to guide your topics for all five assignments.

You will depend on your classmates, tutors in the Writing Center, and me as readers who will help you make decisions about how to present material and how best to interest your audience, but ultimately you will be the expert on your chosen topic. If you spend a lot of time developing, revising, and working on certain aspects of your writing, all of this effort and expertise will be reflected in your final project and your grade. That means that your attention to revision and your awareness of your own work habits, strengths, and weaknesses will become a very important element of your writing process. Your final course grade will be based primarily on your participation, active blogging, and your community engagement.

*Assessment Criteria Grading Breakdown*

Assignments	100% total
Assignment 1, Personal Narrative	10%
Assignment 2, Foodways Politics Interview	10%
Assignment 3, Foodways Literature Review	15%
Assignment 4, Community Voices and Foodways	15%

Assignment 5, Final Portfolio	20%
WordPress Journal Posts	10%
Instagram Journal Posts	10%
Participation	10%

### Class Calendar

Week 1	<ul style="list-style-type: none"> <li>• Freewrite about Mexican food.</li> <li>• Create your URL, username, and password for the class blog.</li> <li>• Create your Instagram account for class. Find images to upload for your free-write.</li> <li>• Read “Sombreros Over the South” by Gustavo Arellano.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Discuss “Sombreros Over the South”: search for images and review food experiences.</li> <li>• Search Google Maps for Mexican restaurants in Lexington and Greater Kentucky.</li> <li>• Overview of the Southern Foodways Alliance website and <i>Gravy</i> podcasts. Look for more research for your first writing assignment.</li> <li>• Read the Southern Foodways Alliance oral history project “Bluegrass and Birria.”</li> <li>• Read the Hot Tamale Trail. Choose two locations for conducting your research; next week we will create a list of locations from everyone.</li> </ul>
Week 3	<p>*Post 5 images on Instagram and 5 journal posts on WordPress.</p> <ul style="list-style-type: none"> <li>• Discuss the Hot Tamale Trail and discuss <i>Tacopedia’s</i> design and images.</li> <li>• Watch the documentary, <i>Un Buen Carnicero</i>.</li> <li>• Collect images using <i>Tacopedia</i>.</li> <li>• Draft of Assignment 1 due on your blog, published as a page (not a post).</li> <li>• Read <i>FiveThirtyEight’s</i> Best Burrito tournament, “Burrito Heads to the Land of Sweet Tea.”</li> <li>• Review locations for mapping <i>taquerías</i> via Instagram. You should also include five images for your WordPress blog that you will use for Assignment 1.</li> <li>• Your first five WordPress posts are also due. The posts should offer compliments to the images you collect, whether they are images you published on Instagram or not.</li> <li>• Read “Some Restaurants in the South Stretch the Definition of Burrito.”</li> </ul>

<p>Week 4</p>	<p>*Assignment 1 due.</p> <ul style="list-style-type: none"> <li>• Read <i>Taco USA</i>, Introduction, Chapter 1, Chapter 3, and Chapter 4. Search for quotes from the book to speak about in class, and also post key quotes from each chapter on your blog. We will use these for class discussion.</li> <li>• Discuss <i>Taco USA</i>, analyzing quotes, and citing sources in MLA format.</li> <li>• Watch <i>The Sushi Chef: Culichi Town</i>.</li> <li>• Read <i>Taco USA</i>, Chapter 8, Chapter 9, Chapter 10, and Chapter 11. For two of these chapters, find key quotes to post to your WordPress blog.</li> </ul>
<p>Week 5</p>	<ul style="list-style-type: none"> <li>• Discuss <i>Taco USA</i>, preparing issues to discuss with author Gustavo Arellano via Skype. We will draw up a set of class questions, but also bring three individual questions for Arellano about Mexican food.</li> <li>• Continue with <i>Taco USA</i>, Chapter 13, and Conclusion</li> <li>• Upload five images to your blog that will be included in your next project.</li> <li>• Your next set of blog posts and Instagram posts are due next class.</li> </ul>
<p>Week 6</p>	<p>*Assignment 2 due. *Post 5 images on Instagram and 5 journal posts on WordPress.</p> <ul style="list-style-type: none"> <li>• Debrief on interview session with Arellano and finish discussing <i>Taco USA</i>.</li> <li>• Read <i>Planet Taco</i>, Introduction and Chapter 1.</li> </ul>
<p>Week 7</p>	<ul style="list-style-type: none"> <li>• Discuss <i>Planet Taco</i> Introduction and Chapter 1.</li> <li>• Read <i>Planet Taco</i>, Chapters 2 and 3. Add three quotes from the reading to a blog post, give the page numbers, and provide a three-sentence close reading of each quote. Pay attention to the language in the quotes and use it to help you read the passage.</li> <li>• Guest visitor and class tasting.</li> <li>• Read <i>Planet Taco</i>, Chapters 4 and 5.</li> </ul>
<p>Week 8</p>	<ul style="list-style-type: none"> <li>• Continue discussion of <i>Planet Taco</i>; research further themes from the book online.</li> <li>• Read <i>Planet Taco</i>, Chapters 6 and 7. Add four more key quotes, from any chapter in the book you found relevant, to your WordPress blog. Again, add page numbers and offer a reflection of each quote.</li> <li>• Prepare materials for both portions of the Assignment 3, due next week.</li> </ul> <p>*Saturday Class: Barrio Taco Tour, 1-3:30 pm. We will meet in front of the Main Building if you need a ride; otherwise, we can carpool.</p>

Week 9	<p>*Assignment 3 due. *Post 5 images on Instagram and 5 journal posts on WordPress.</p> <ul style="list-style-type: none"> <li>• Return to <i>Taco USA</i> and <i>Planet Taco</i> for reviewing research topics. You will choose two of the sources cited in each book to summarize, review, and present to the class.</li> <li>• Review <i>Taco USA</i> and <i>Planet Taco</i> for organization models, arguments, and research.</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Continue discussion with <i>Taco USA</i> and <i>Planet Taco</i>.</li> <li>• Read “Appraising Tacos” by Samantha Duncan and find two key passages to quote on your WordPress blog. Also note that this text was composed as an undergraduate senior thesis: review the text’s sources for further ideas for research.</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• Review of outing.</li> <li>• Read reviews of local <i>taquerías</i> and write reviews.</li> <li>• Review the food studies works cited of “Appraising Tacos.”</li> <li>• Read “De Aquí y de Allá” by Dura, et al.</li> </ul>
Week 12	<p>*Assignment 4 due. *Post 5 images on Instagram and 5 journal posts on WordPress.</p> <ul style="list-style-type: none"> <li>• Read UNESCO report on Mexican cuisine.</li> <li>• Read <i>Tortillas</i>, Prologue, Chapter 1, and Chapter 2.</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• Class visitor who will speak about tortilla production in Kentucky.</li> <li>• Discuss UNESCO report and connect to <i>Tortillas</i> (discuss the history of wheat and corn in Mexico, popular foods, elite cuisines, and class distinctions in Mexican food).</li> <li>• Read <i>Tortillas</i>, Chapter 3, Chapter 4, Chapter 5, and Chapter 6.</li> <li>• Watch <i>The Fruits of Mexico’s Cheap Labor</i>, a film about transnational labor.</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• Discuss <i>Tortillas</i>.</li> <li>• Watch <i>East of Salinas</i>.</li> <li>• We will also contribute individually to the film’s discussion thread, leaving links to sources for readers.</li> <li>• Finish your second restaurant visit if you haven’t done so already.</li> </ul>
Week 15	<p>*Assignment 5 due.</p> <ul style="list-style-type: none"> <li>• Share projects with classmates, and revising blogs.</li> <li>• Review materials for your final project.</li> <li>• Watch <i>The Best Place for Food in Mexico</i>.</li> <li>• Watch “Mexican People Try Taco Bell for the First Time.”</li> </ul>